

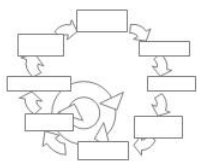


A collage of 12 photographs showing students and teachers engaged in various activities. The photos are arranged in a non-linear, overlapping fashion. The activities include: a group of students and a teacher working on a garden bed with a large tree stump; a teacher and students looking at a potted plant; a student using a computer; a student holding a jar of insects; a student kneeling by a stream; a student working on a map; a student playing a keyboard instrument; and a teacher and students working together on a large map or project on a table. The photos are set against a white background with a faint grid pattern.

Professional Development Standards IAC 281—83.6(2)(b)

Implementation of a school district's career development plan shall meet the following standards:

1. Align with the Iowa teaching standards and criteria;
2. Deliver research-based instructional strategies aligned with the student achievement goals established by the district;
3. Deliver professional development training and learning opportunities that are targeted at instructional improvement and designed with the following components:
 - Student achievement data and analysis;
 - Theory;
 - Classroom demonstration and practice;
 - Observation and reflection;
 - Teacher collaboration and study of implementation; and
 - Integration of instructional technology, if applicable;
4. Include an evaluation component of professional development that documents the improvement in instructional practice and the effect on student learning; and
5. Support the professional development needs of district certified staff responsible for instruction.



I. Iowa Professional Development Standards

The purpose of Part 3 is to review the legislative framework and requirements that underlie the Iowa Professional Development Model and to place the Model within the context of the District Career Development Plan and the Comprehensive School Improvement Plan.

A. Legislative Background

The Iowa General Assembly established the Student Achievement and Teacher Quality Act of 2001 (Senate File 476), which provided State policy for the following:

- ❑ Iowa Professional Development Standards (effective March 2004)
- ❑ Requirements for District Career Development Plans (effective September 2004)
- ❑ Requirements for Individual Teacher Career Development Plans (effective July 2005)

Next Few Pages:

- A. Legislative Background
- B. The Iowa Teaching Standards
- C. Applying CSIP Constant Conversation Questions

In September 2004, each public school in Iowa is required to submit a District Career Development Plan as part of the Comprehensive School Improvement Plan (CSIP). The Iowa Professional Development Standards and related rules define how districts design, deliver, and evaluate their professional development. The legislative language regarding Professional Development Standards is on the facing page, and the legislative language for District Career Development Plans is on page 7 of this Part.

When a district sets goals based on student data, it makes a decision that the goals are the highest priority for action and that the district programs and services should target these goals. Quality teaching is one of the most powerful variables for accomplishing instructional goals.

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The Student Achievement and Teacher Quality Program as established by the Iowa Legislature, is sharply focused on increasing student achievement through acknowledging and supporting the improvement and acquisition of the knowledge and skills of teachers through professional development.

Implementing quality professional development that provides teachers with the learning opportunities and supports needed to improve instructional practices and increase student achievement is an essential function and responsibility of the school district. The Iowa Student Achievement and Teacher Quality Program and the Iowa Code 281—83.6(284) establishes the standards for professional development. (See facing page.)

The Iowa Teaching Standards and Criteria	
STANDARD 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals. <i>The Teacher:</i> <ul style="list-style-type: none"> Provides evidence of student learning to students, families and staff. Implements strategies supporting student, building, and district goals. Uses student performance data as a guide for decision making. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student Creates an environment of mutual respect, rapport, and fairness. Participates in and contributes to a school culture that focuses on improved student learning. Communicates with students, families, colleagues, and communities effectively and accurately. 	STANDARD 5: Uses a variety of methods to monitor student learning. <i>The Teacher:</i> <ul style="list-style-type: none"> Aligns classroom assessment with instruction. Communicates assessment criteria and standards to all students and parents. Understands and uses the results of multiple assessments to guide planning and instruction. Guides students in goal setting and assessing their own learning. Provides substantive, timely and constructive feedback to students and parents. Works with other staff and building and district leadership in analysis of student progress.
STANDARD 2: Demonstrates competence in content knowledge appropriate to the teaching position. <i>The Teacher:</i> <ul style="list-style-type: none"> Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student. Relates ideas and information within and across content areas. Understands and uses instructional strategies that are appropriate to the content area. 	STANDARD 6: Demonstrates competence in classroom management. <i>The Teacher:</i> <ul style="list-style-type: none"> Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student. Establishes, communicates, models, and maintains standards of responsible student behavior. Develops and implements classroom procedures and routines that support high expectations for student learning. Uses instructional time effectively to maximize student achievement. Creates a safe and purposeful learning environment.
STANDARD 3: Demonstrates competence in planning and preparing for instruction. <i>The Teacher:</i> <ul style="list-style-type: none"> Uses student achievement data, local standards, and the district curriculum in planning for instruction. Sets and communicates high expectations for social, behavioral, and academic success of all students. Uses student's developmental needs, backgrounds, and interests in planning for instruction. Selects strategies to engage all students in learning. Uses available resources including technologies, in the development and sequencing of instruction. 	STANDARD 7: Engages in professional growth. <i>The Teacher:</i> <ul style="list-style-type: none"> Demonstrates habits and skills of continuous inquiry and learning. Works collaboratively to improve professional practice and student learning. Applies research, knowledge, and skills from professional development opportunities to improve practice. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.
STANDARD 4: Uses strategies to deliver instruction that meets the multiple learning needs of students. <i>The Teacher:</i> <ul style="list-style-type: none"> Aligns classroom instruction with local standards and district curriculum. Uses research-based instructional strategies that address the full range of cognitive levels. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth. Connects students' prior knowledge, life experiences, and interests in the instructional process. Uses available resources, including technologies, in the delivery of instruction. 	STANDARD 8: Fulfills professional responsibilities established by the school district. <i>The Teacher:</i> <ul style="list-style-type: none"> Adheres to board policies, district procedures, and contractual obligations. Demonstrates professional and ethical conduct as defined by state law and district policy. Contributes to efforts to achieve district and building goals. Demonstrates an understanding of and respect for all learners and staff. Collaborates with students, families, colleagues, and communities to enhance student learning.

When a district prepares to submit its District Career Development Plan to the State (within the CSIP process), the schools in that district may need to implement appropriate content and strategies for their particular buildings, so that they meet the district's goals for student achievement. Although schools are not required to submit school improvement plans, the district is encouraged to include variations in staff development that will be used by individual schools within their LEA.

B. Alignment of District Career Development Plan with the Iowa Teaching Standards

A frequently asked question about the District Career Development Plan is about how it connects with the Iowa Teaching Standards. The District Career Development Plan requirements state that professional development must align with the Iowa Teaching Standards and criteria. As a district supports teachers in learning new content and engaging in collaborative study of teaching practices, it will create multiple opportunities for teachers to address the Iowa Teaching Standards.

The Iowa Professional Development Model is designed to provide the experiences and learning opportunities to meet many of the standards and criteria. For example:

Any teacher fully participating in a well-designed district plan will meet Standard #7 *“Engage in professional growth.”* A district plan that follows the Iowa PD Model will provide multiple opportunities for teachers to engage in Standard 7's criteria:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice

A quality District Career Development Plan will focus on instruction and will deliver content that is supported by scientifically based research. Teachers that are fully participating in the district plan will be well-positioned to meet Standard #2, *“Demonstrates competence in content knowledge appropriate to the teaching position.”* For example, the following criteria under Standard #2 could be met by studying and implementing the content included in the district plan.

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas
- d. Understands and uses instructional strategies that are appropriate to the content area.

Applying the newly acquired strategies in the classroom will necessitate planning and preparation, thus addressing Standard 3 and the related criteria: *“Demonstrates competence in planning and preparing for instruction.”* A teacher participating in the district plan will have opportunities to address the in Standard 3 criteria, including:

- a. Uses student achievement data, local standards, and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses student's developmental needs, backgrounds, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources including technologies, in the development and sequencing of instruction.

A routine component of the district plan is the collection of data to demonstrate students' responses to the

strategies that are the focus of professional development. These actions align well with Standard 5: *“Uses a variety of methods to monitor student learning”*. A teacher engaging in the district plan and implementing the strategies being studied would routinely implement the following criteria.

- a. Aligns classroom assessment with instruction
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

The purpose of the Iowa Professional Development Model and the district plan align closely with Standard 1: *“Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals.”* Actions to implement the district plan will give teachers repeated opportunities to implement the criteria for this standard.

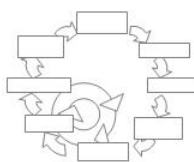
Teachers engaged in district/building-wide professional development will routinely:

- a. Provide evidence of student learning to students, families and staff.
- b. Implement strategies supporting student, building, and district goals.
- c. Use student performance data as a guide for decision making.
- d. Accept and demonstrates responsibility for creating a classroom culture that supports the learning of every student
- e. Create an environment of mutual respect, rapport, and fairness.
- f. Participate in and contributes to a school culture that focuses on improved student learning.
- g. Communicate with students, families, colleagues, and communities effectively and accurately.

Depending upon the content selected and the context in each setting, the remaining teaching standards and criteria may also align well with the district plans.

Processes built into the district plan will include the routine collection of data on implementation and teacher participation. These data will support professional development planning but should also serve as a source of evidence that the teacher has demonstrated the relevant criteria.

By encouraging teachers to direct their energies to the instructional priorities and the professional development focus established for their district and building, the collection and organization of documentation may serve for the evaluation process, for the individual career development, and for district-wide and building-wide staff development. Linking the professional development system and the evaluation processes is efficient and serves to strengthen district efforts to increase student achievement.



II. District Career Development Plan

School district personnel prepare a District Career Development Plan and submit it as part of their Comprehensive School Improvement Plan. A District worksheet is introduced in this section and is included in full as Tool 3(stan).1 in Part 4. The worksheet is intended to assist local district personnel in preparing narrative text, which is submitted to the State of Iowa Department of Education as part of the District's Comprehensive School Improvement Plan (CSIP).

A. The Requirement

Who: School districts; i.e., Local Education Agencies (LEA)

What: Submit a District Career Development Plan—a part of the CSIP*

When: September of 2004

Where: Iowa Department of Education (DE) website

Why: Meet State and Federal requirements

How: Type responses to DE's web-based CSIP questions

Next Few Pages:

A. The Requirement

B. Worksheet for Drafting the District Career Development Plan

C. The Requirements for the District Career Development Plans

The responses to DE's web-based questions are prepared by using a worksheet in this Manual. The worksheet, which is introduced in B. below, is designed to help your district administration consider these factors:

- ☐ Rules and rules interpretation statements pertaining to professional development; these are from the CSIP Rule/Statute Interpretation Matrix.
- ☐ Components of the Iowa Professional Development Model.
- ☐ Constant Conversation Questions and sub-questions, along with suggested prompts. These are intended to help local districts conduct the preliminary data collection and planning.

* Comprehensive School Improvement Plan: For the full technical assistance documents that describe the CSIP process, go to: <http://www.state.ia.us/educate/ecese/asis/csi/documents.html>.

B. Worksheet for Drafting the District Career Development Plan

Tool 3(stan).1 in Part 4 is a five-page worksheet called "Drafting the District Career Development Plan." District-level personnel can use that Tool to prepare the Career Development Plan portion of their CSIP for submission to the State of Iowa Department of Education website.

As a reference for preparing the Tool 3(stan).1 worksheet, the next few pages present these aids:

- ☐ Components of the Iowa Professional Development Model, including graphics from the Model.
- ☐ Rules/statutes, which the State of Iowa developed to carry out the intent of legislation (i.e., the Student Achievement and Teacher Quality Act of 2001).
- ☐ Interpretations of the rules/statutes.
- ☐ Related CSIP Constant Conversation questions and sub-questions.
- ☐ Other worksheet items.

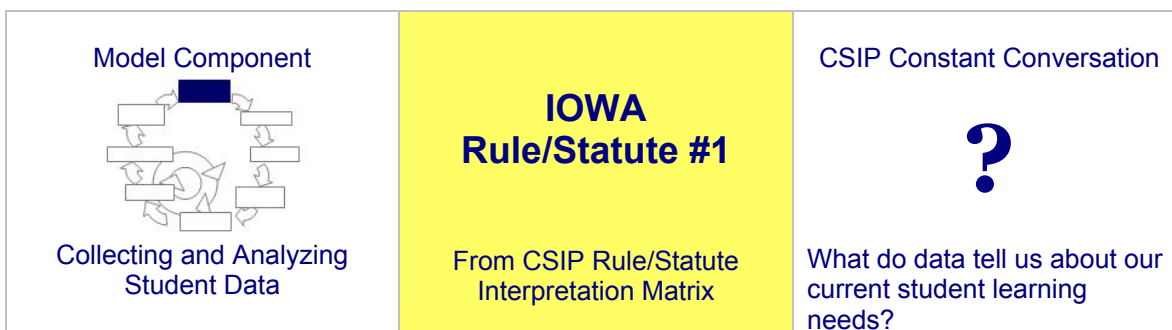
C. The Requirements for the District Career Development Plans, IAC 281—83.6(284)

Each school district shall incorporate the district career development plan into its comprehensive school improvement plan pursuant to Iowa Code subsection 284.6(3). The district career development plan shall be a long-term plan designed and implemented to increase student achievement and shall include all site and district personnel responsible for instruction.

The district career development plan shall contain, but not be limited to, the following:

1. Documentation that the professional development is based on student data and other needs assessment; aligned with district student achievement goals; and focused on instruction, curriculum, and assessment.
2. Documentation that professional development learning opportunities are research-based and aligned with the Iowa teaching standards and criteria.
3. Identification of the approved professional development provider(s).
4. A description of a process that includes theory, demonstration, practice, observation, collaboration, and the study of implementation.
5. A description of a program evaluation design for formative and summative evaluation processes.

The following section provides an interpretation for these District Career Development Plan requirements. Questions are included, which may assist districts with their Career Development plan portion of their CSIP submissions.



Rule/Statute #1: Long Range Data Analysis

The long-range needs assessment process shall include provisions for analyzing information derived from local, state, and national sources. The process shall include provisions for reviewing information acquired over time on the following:

- 1) State indicators and other locally determined indicators,
- 2) Locally established student learning goals, and
- 3) Specific data collection required by federal and state programs

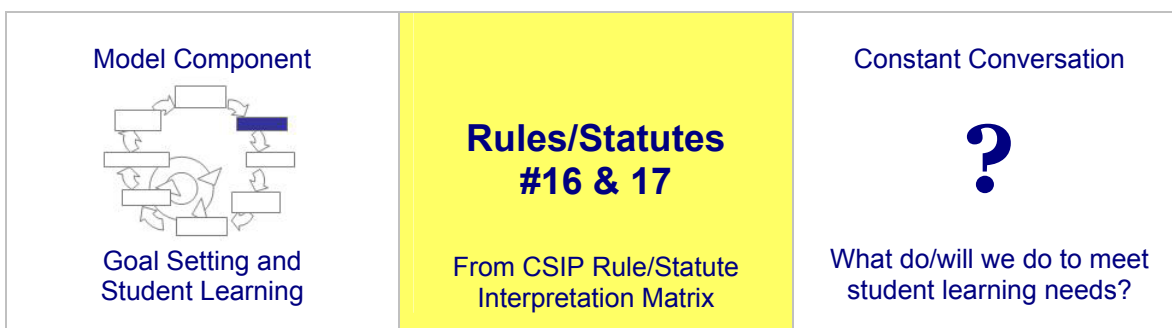
Rule/Statute #1 Interpretation

- ☐ The process for collection and analysis of long-range needs assessment data is locally determined.
- ☐ The comprehensive school improvement plan (CSIP) must contain long range data collection and analyses for each of the following state indicators:
 - Reading
 - Mathematics
 - Science
 - Dropouts
 - High school seniors intending to pursue post-secondary education
 - High school students/indicators of post-secondary success
 - High school graduates completing core program
- ☐ “Analysis” means examining the data/information to answer questions about how well students are learning, determining priorities, and focusing instruction.
- ☐ “Additional factors” are locally determined - indicators that impact student achievement in addition to state indicators for Iowa listed in 12.8(3)(a).

Worksheet Questions

The following worksheet items are the CSIP sub-questions for Constant Conversation Question 1.

- ☐ What data do we collect?
- ☐ How do we collect and analyze data to determine prioritized student learning needs?
- ☐ What did we learn through this data analysis?
- ☐ From the data analysis, what are our prioritized student needs?
- ☐ How will we develop goals and actions based upon the prioritized needs?



Rule/Statute #16

The district career development plan shall align all career development with the school district's long range student learning goals which are based on student achievement data and analysis (public schools).

Rule/Statute #16 Interpretation

Note: This interpretation applies to public school districts and accredited nonpublic schools. 281—IAC 12.7(1)

- ❑ Staff development activities shall align with district goals.

Note: This interpretation applies only to public school districts.

- ❑ The district career development plan provides evidence that the content selected for professional development includes strategies/models/programs that target the district's goals. The professional development plan is focused on the instructional priorities established in the goal(s). The plan describes a design for training and learning opportunities that are structured to increase student achievement in the identified goal area.
- ❑ The district career development plan actions are based on student data and other needs assessment. The plan shows evidence that student data and other needs assessment data informed goal development, the selection of content, and the design of learning opportunities.

Rule/Statute #17

Provide documentation that professional development is focused on instruction, curriculum, and assessment.

Rule/Statute #17 Interpretation

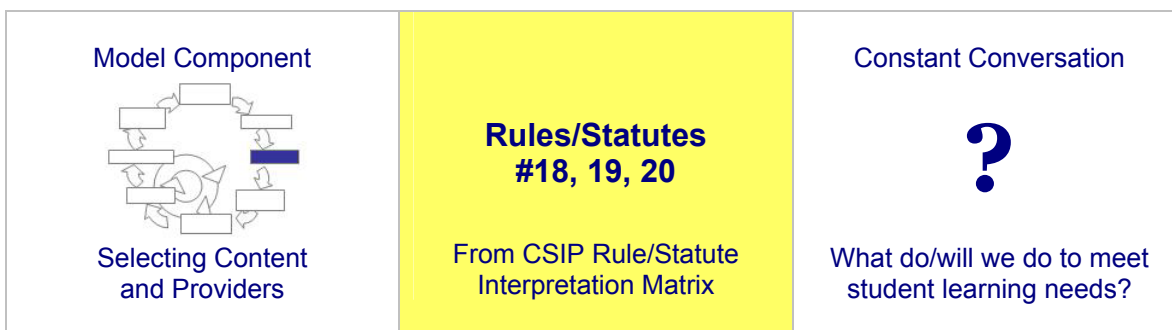
Note: This requirement applies only to public school districts.

- ❑ The identified content for professional development is focused on instruction. Professional development learning opportunities address what is taught, how it is taught, and how student performance is measured. Content is intended to increase teachers' knowledge and skills for the purpose of increasing student achievement.
- ❑ In addition to professional development aimed at increasing student achievement, the comprehensive school improvement plan might include other types of training to address support system issues as determined by needs assessment (e.g., curriculum, assessment, climate, leadership, or policy).
- ❑ If a school district is making application for Title II, Part D funds, the comprehensive school improvement plan (CSIP) must contain professional development for technology.
- ❑ If a school district is making application for Title III funds, the comprehensive school improvement plan (CSIP) must contain professional development for meeting the needs of LEP students.

- ❑ The specific content for professional development, either focused on instruction or context and process, is locally determined.

Worksheet Questions

- ❑ What long-range goals have been established to support prioritized student needs? Record your goals or refer to the document where they are already recorded.
- ❑ List the Annual Measurable Objective (AMO). (Annual goals will not be required in the CSIP but including them in your planning process will be helpful.)
- ❑ Indicate your professional development target for each building. (Documenting the building level target is not required in the CSIP but including them in your planning process will be helpful.)



Rule/Statute #18

Research-based instructional strategies [is] aligned with the school district's student achievement needs and the long-range improvement goals established by the district.

Rule/Statute Interpretation

Note: For public school districts and accredited nonpublic schools.

- ❑ While the CSIP must contain evidence of research-based staff development practices, the choice with regard to specific strategies is locally determined.

Note: For public school districts only:

- ❑ Scientifically based research means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.

Rule/Statute #19

The district career development plan shall contain documentation that professional development learning opportunities are aligned with Iowa Teaching Standards and Criteria.

Rule/Statute Interpretation

Note: This requirement applies only to public school districts.

- ☐ Professional development opportunities for all teachers should align with the Iowa Teaching Standards and criteria.
- ☐ Any descriptors that further define the criteria for the Iowa Teaching Standards are locally determined.

Statute/Rule#20

The plan shall indicate the school district's approved professional development provider or providers.

Statute/Rule Interpretation

Note: This requirement applies only to public school districts.

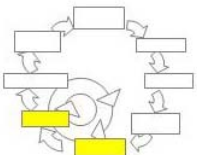
- ☐ A provider can be a school district, an area education agency, a higher education institution, other public or private entities including professional organizations that provide long-term, ongoing support of the district's career development plan, or a consortium of any of the foregoing.
- ☐ Area education agencies, local education agencies, and Iowa institutions of higher education are already accredited or approved through state accreditation procedures and personnel representing these agencies are considered approved to serve as professional development providers.
- ☐ Other public and private entities and professional associations that provide long-term ongoing technical assistance to the local district must follow procedures for becoming approved.
- ☐ One-time guest speakers and/or persons who provide short-term informational sessions are not considered career development providers.

Worksheet Questions

- ☐ For Rule #18: Explain the process for determining that the strategies/program that has been selected has a research base. How do you know that this practice has been applied in another setting and has evidence of results -- increased student achievement? List the criteria applied.

Note: Please do not send in reference lists, literature reviews, or research studies.

- ☐ For Rule #19: Identify the Iowa Teaching Standards and criteria that are supported by the professional development teaching and learning opportunities.
- ☐ For Rule #20: Indicate who will serve as your provider.
- ☐ Provider (check ☒ if applicable):
 - ☐ Provider supporting the district is accredited by the DE.
 - ☐ Provider supporting the district has completed the approval process.

<p>Model Component</p>  <p>Training/Learning Opportunities as well as Collaboration/Implementation</p>	<p>Rules/Statutes #21</p> <p>From CSIP Rule/Statute Interpretation Matrix</p>	<p>Constant Conversation</p> <p>?</p> <p>What do/will we do to meet student learning needs?</p>
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Rule/Statute #21

The district career development plan shall contain description of instructional improvement components including student achievement data, analysis, theory, classroom demonstration and practice, technology integration, observation, reflection, and peer coaching (collaboration).

Rule/Statute #21 Interpretation

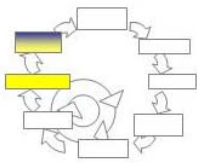
Note: This requirement applies only to public school districts.

- ❑ The methods by which the school district implements the professional development components are locally determined.
- ❑ Regardless of the professional development content, the professional development components apply to all K-12 teachers responsible for instruction, including program content for the mentoring and induction program.

Worksheet Questions

- ❑ What actions/activities will we use to address prioritized needs, established goals, and any gaps between current and research-based practice?
- ❑ Indicate how the plan provides for all K-12 teachers responsible for instruction.
- ❑ Describe how training and learning opportunities will make sure teachers learn theory, see demonstrations, and practice in a workshop setting (e.g. common training sessions, workshops between common sessions).
- ❑ Describe how you intend to build in opportunities for teachers to learn collaboratively (e.g. time built into work week for observations, practice, planning, working with data, coaching).



<p>Model Component</p>  <p>Ongoing Data Collection (Formative Evaluation) and Program Evaluation (Summative)</p>	<p>Rules/Statutes #35</p> <p>From CSIP Rule/Statute Interpretation Matrix</p>	<p>Constant Conversation</p> <p>?</p> <p>How will we evaluate our programs and services to ensure improved student learning? (Implementation data)</p>
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Rule/Statute #35

The district career development plan shall contain a description of a program evaluation designed for formative and summative evaluation...

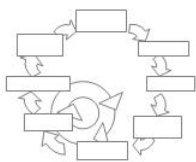
Statute/Rules Interpretation

Note: This requirement applies only to public school districts.

- ☐ The kind and frequency of teacher data about the implementation of instructional strategies collected to determine the effect of professional development on improved instructional practices are locally determined.
- ☐ The kind and frequency of student achievement data collected to determine the effect of professional development on student learning are locally determined.

Worksheet Questions

- ☐ How will we evaluate our programs and services to ensure improved student learning?
(Implementation data)
- ☐ Formative — List sources of data and write a brief statement describing the implementation data that will be collected to help you make decisions about needed implementation adjustments. Formative data includes what you collect to determine the frequency of how often teachers are implementing a strategy, how well the teachers are implementing and how students respond to instruction. (E.g. Collection of meeting minutes, lesson plans, teacher logs, observations, review of student data.)
- ☐ Summative — List sources of implementation and student achievement data you will use to decide whether you will continue the initiative as is, continue with changes, or consider the initiative complete and begin the decision-making process to select another professional development priority.



III. Individual Career Development Plan

The beginning of Part 3 stated, “Ideally, the goal for individual teacher career development plans and the goal for the district career development plan will be very closely aligned.” The Individual Career Development Plan for a career teacher may be congruent with the District Career Development Plan. The process described in the Iowa Model for Professional Development may be used simultaneously to implement district and individual career development plans.

A. About the Individual Career Development Plan

The Student Achievement and Teacher Quality Program provides that an individual teacher career development plan (ITCDP) will be developed by the teacher and evaluator, in cooperation with the teacher’s supervisor, for each career teacher in the district. These plans are maintained at the district level and are not submitted to the Department of Education. The individual teacher plans are required in September of 2005.

Next Few Pages:

- A. About the Individual Career Development Plan
- B. Examples of Aligning Individual Career Development Plans with District Plans

Requirements for the Individual Teacher Career Development Plans, IAC 281—83.6(1)

The Teacher Quality Program administrative rules [281—IAC 83.6(1)] stipulate that the purpose of the individual plan is to promote individual and collective professional development. These rules provide the following requirements for the individual plans:

- ❑ At a minimum, the goals for an individual teacher career development plan must be based on the relevant Iowa teaching standards that support the student achievement goals of the attendance center and school district as outlined in the comprehensive school improvement plan (CSIP) and on the needs of the teacher.
- ❑ The learning opportunities provided to meet the goals of the individual teacher plan include individual study and collaborative study of district-determined content to the extent possible.
- ❑ The teacher and evaluator, in cooperation with the teacher’s supervisor, shall develop the individual plan.
- ❑ An annual meeting shall be held between the teacher’s evaluator and the teacher to review the goals and refine the plan.

Ideally, the goal for individual teacher career development plans and the goal for the district career development plan will be very closely aligned. The individual teacher career development plan may be congruent with the district career development plan, and the process described in the Iowa Model for Professional Development may be used simultaneously to implement both.

The individual teacher career development plan may be congruent with the district career development plan...

B. Examples of Aligning Individual Career Development Plans with District Plans

First Example - Fourth Grade Teacher

A fourth grade teacher whose school is engaging in the study and implementation of a new math curriculum would likely have an *individual* plan to study and learn the new math curriculum. If he/she is identified during the evaluation process as needing additional skills in classroom management, however, then that teacher's individual career development plan would include staff development that addresses this specific need *in addition to* learning the new math curriculum.

The individual career development plans of the faculty members of this building would look very similar because of the collaborative work being undertaken to study the same instructional content.

Second Example – “X” School District

In X School District, all the building principals are trained evaluators and conduct the teacher evaluations. In each building, the principal met with every career teacher to develop the individual teacher career development plans. The superintendent directed the principals to encourage each teacher to adopt individual professional development goals that are parallel to the district and building professional development goals (i.e., as described in the District Career Development Plan incorporated into the CSIP).

The teachers' plans support learning the professional development content identified as priorities for their school. During planning conversations with individual teachers, the principal discussed needs or concerns generated through the teacher evaluation process. The Iowa Teaching Standards and criteria were used to help inform this conversation. Together, the evaluator and teachers designed ways to acquire the needed knowledge and skills. The superintendent made it clear that the evaluator's role, in collaboration with the teacher's supervisor, is to work individually with each teacher to develop his or her individual career development plan. The building principal helped teachers reflect on and improve their faculty-level as well as individual practices.

Third Example – Maureen

Maureen worked with her evaluator and supervisor to develop her individual teacher career development plan, focusing on specific strategies Maureen wanted to implement in her classroom.

Maureen had been keeping track of her students' data for several months and concluded that students were having difficulty writing expository text. Although she needed to continue learning the reading strategies that were part of the building-wide staff development, Maureen decided to add to her individual professional development; she would study methods for teaching students to use metacognitive strategies to improve their non-fiction writing skills for science and social studies. The strategy she selected for her individual professional development has a research base, is supported by her district, would assist in supporting the student achievement goals of the district, and addressed portions of the descriptors under Iowa Teaching Standards 2, 4 and 7.

The principal was impressed with Maureen's use of her classroom data to figure out what to work on next to help continue student development. Six other teachers in the building established a similar goal, so the Professional Development Team helped them set up a study group. The study group read articles, discussed how this information fit with what they were learning as a faculty, and worked together to try

the ideas in their classrooms. They brought back data from observing their students and reviewed student work to discuss in the study group.

Four Samples of Individual Career Development Planning Tools

Part 4 includes four tools for local districts to consider when developing their process for implementing and documenting individual career development plans. Dr. Tom McGreal developed the fourth tool as part of his *Model Framework for Designing a Local Staff Evaluation System Based on the Iowa Teaching Standards and Criteria*.

For examples of the four Individual Plans go to Part 4, Tool 3(stan).2.



Notes